



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15585 N. 91st Avenue, Peoria, AZ 85382

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Laurie Little
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-8
Web Address : desertharbor.peoriaud.k12.az.us
Phone Number : (623) 486-6200
Fax Number : (623) 486-6207
E-mail : llittle@peoriaud.k12.az.us

Mission

Desert Harbor Elementary School's mission is to promote the academic excellence and social growth of all students through a partnership with students, staff, parents and community in which a safe, challenging and child-centered environment is provided.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in reading and writing in grades K-8 as measured by AIMS-DPA, Terra Nova, district assessments and teacher-made tests.
- ü Increase student achievement in mathematics in grades K-8 as measured by AIMS-DPA, Terra Nova, district assessments and teacher-made tests.
- ü Promote the continued use of technology by students and staff in achieving academic goals.
- ü Increase the integration of arts into instruction across grade levels providing alternate strategies to promote student learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 899
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 93

Desert Harbor Elementary School

Instructional Programs

- Ü K-8 Technology Education
- Ü Special Education Preschool
- Ü Literacy Enrichment Program
- Ü Gifted
- Ü Arts Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibility is to provide students with a safe, fun learning environment with multiple opportunities to learn. Desert Harbor is committed to on-going communication and active partnership with parents.

Parents

Parents are encouraged to support student attendance, model positive attitudes toward learning and staff, attend parent-teacher conferences, and participate in school-sponsored activities.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary, but beyond one mile of Desert Harbor Elementary School. Transportation is also provided for eligible special education students if noted in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Kennedy Center Foundation Partnership-CETA program	2005
Ü Target Corporation Grant	2004
Ü Arizona Department of Education Learn and Serve Grant	2003
Ü Arizona A+ School Award	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2757	80010	99	97	99	467	455	447	2	6	10	9	15	18	63	59	53	26	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1317	38935	97	97	99	463	454	447	3	5	9	11	15	19	61	59	55	26	20	17
Male	58	1437	40974	100	96	98	470	456	448	2	7	11	9	14	18	64	58	52	26	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	10	752	34545	100	95	99	NA	439	432	NA	10	14	NA	22	24	NA	58	53	NA	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	--	40	3979	--	98	96	--	450	424	--	10	17	--	10	30	--	63	47	--	18	6
White	79	1714	35142	99	97	99	472	463	465	1	4	5	8	11	11	63	59	56	28	25	28
Students with Disabilities	10	447	10161	91	84	93	NA	433	419	NA	19	28	NA	24	28	NA	44	36	NA	12	8
Students without Disabilities	86	2310	69849	100	100	100	467	459	451	2	4	7	9	13	17	63	62	56	26	22	19
Limited English Proficient Students	NC	144	14013	NC	93	97	NC	410	413	NC	21	24	NC	43	34	NC	34	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	12	838	39029	100	95	98	456	439	432	8	11	14	17	22	25	50	56	52	25	11	9
Non-Economically Disadvantaged	84	1919	40981	99	98	100	468	462	462	1	4	6	8	11	13	64	60	54	26	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2732	79438	99	96	98	471	465	451	4	4	9	11	19	24	69	62	56	16	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1311	38775	97	97	99	474	470	457	5	3	7	8	17	22	66	62	58	21	18	13
Male	58	1418	40560	100	95	97	470	460	446	3	6	12	14	21	25	71	62	54	12	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	10	743	34297	100	94	98	NA	448	434	NA	7	14	NA	27	31	NA	59	50	NA	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	--	39	3940	--	95	95	--	463	429	--	8	14	--	13	36	--	69	47	--	10	3
White	79	1700	34887	99	97	98	479	473	471	1	3	4	10	16	15	70	64	63	19	18	18
Students with Disabilities	10	422	9588	91	80	88	NA	441	416	NA	14	30	NA	32	32	NA	46	34	NA	8	5
Students without Disabilities	86	2310	69850	100	100	100	473	469	456	5	3	7	12	17	23	66	65	59	17	15	12
Limited English Proficient Students	NC	139	13856	NC	90	96	NC	412	407	NC	21	27	NC	50	43	NC	29	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	12	818	38685	100	92	97	455	447	435	17	8	14	8	30	32	67	56	50	8	7	5
Non-Economically Disadvantaged	84	1914	40753	99	97	99	474	472	467	2	3	5	12	15	16	69	65	62	17	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2759	79971	98	97	99	445	437	423	4	5	8	23	33	41	66	60	49	6	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1318	38974	95	97	99	472	451	437	NA	3	5	11	23	33	76	69	57	14	5	4
Male	58	1439	40895	100	96	98	429	424	410	7	6	10	31	41	47	60	51	41	2	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	10	752	34481	100	95	99	NA	428	410	NA	6	10	NA	38	46	NA	54	43	NA	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	--	40	3995	--	98	96	--	427	409	--	10	10	--	25	47	--	63	42	--	3	1
White	79	1714	35150	99	97	99	450	441	437	4	4	5	20	30	35	68	62	56	8	4	5
Students with Disabilities	10	455	10258	91	86	94	NA	403	377	NA	14	23	NA	47	51	NA	37	25	NA	2	1
Students without Disabilities	85	2304	69713	99	99	100	448	443	429	4	3	5	24	30	39	66	64	52	7	4	3
Limited English Proficient Students	NC	145	13985	NC	94	97	NC	395	382	NC	10	18	NC	59	54	NC	31	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	12	838	38994	100	95	98	433	424	409	8	6	10	25	40	47	67	52	41	NA	2	1
Non-Economically Disadvantaged	83	1921	40977	98	98	100	447	443	437	4	4	5	23	29	34	66	63	56	7	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2799	80147	97	97	99	503	490	482	9	7	11	7	14	17	43	53	49	42	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1350	39281	100	98	99	511	491	483	5	6	9	2	14	17	49	54	50	44	26	24
Male	48	1447	40780	94	96	98	497	489	482	13	7	12	10	14	17	38	52	48	40	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	11	657	33494	100	96	99	477	473	466	18	10	15	9	20	23	45	55	49	27	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	--	38	4117	--	95	96	--	478	456	--	13	19	--	13	27	--	55	46	--	18	8
White	72	1856	36122	96	97	99	511	497	501	6	5	5	7	12	10	42	52	50	46	31	35
Students with Disabilities	10	350	10295	77	80	92	NA	454	443	NA	26	33	NA	24	26	NA	40	33	NA	10	8
Students without Disabilities	79	2449	69852	100	100	100	512	495	488	5	4	7	4	13	16	46	55	51	46	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	--	11	622	--	100	97	--	439	454	--	27	19	--	45	30	--	27	43	--	NA	8
Economically Disadvantaged	NC	760	38371	NC	93	97	NC	474	465	NC	10	15	NC	21	23	NC	54	49	NC	15	13
Non-Economically Disadvantaged	81	2039	41776	98	98	100	508	496	498	7	5	6	6	12	11	42	52	49	44	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2782	79686	97	96	98	493	483	470	12	5	11	7	18	24	62	67	57	19	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1348	39163	100	98	99	509	489	475	5	3	9	2	15	22	73	69	60	20	13	10
Male	48	1432	40438	94	95	97	479	478	465	19	7	13	10	20	25	52	65	54	19	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	11	650	33299	100	95	98	482	468	452	27	9	17	NA	26	32	55	60	47	18	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	--	38	4087	--	95	96	--	473	446	--	5	16	--	26	38	--	61	44	--	8	2
White	72	1846	35914	96	97	98	498	489	489	8	3	5	8	15	15	64	70	67	19	12	14
Students with Disabilities	10	332	9808	77	76	87	NA	451	432	NA	21	35	NA	32	32	NA	42	30	NA	5	3
Students without Disabilities	79	2450	69878	100	100	100	501	487	475	8	3	8	4	16	23	68	70	61	20	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	--	10	611	--	91	95	--	NA	439	--	NA	22	--	NA	39	--	NA	37	--	NA	2
Economically Disadvantaged	NC	748	38095	NC	92	97	NC	468	452	NC	8	17	NC	26	32	NC	61	48	NC	5	3
Non-Economically Disadvantaged	81	2034	41591	98	98	99	496	488	486	11	4	6	7	15	16	60	69	65	21	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2808	80372	97	97	99	477	484	475	4	2	4	28	24	30	65	71	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1356	39452	100	98	99	507	497	488	2	1	3	7	15	22	85	80	72	5	4	3
Male	48	1450	40836	94	96	98	453	472	464	6	3	6	46	33	37	48	62	56	NA	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	11	665	33608	100	97	99	437	473	462	18	4	6	36	29	36	45	66	57	NA	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	--	38	4128	--	95	97	--	481	464	--	NA	4	--	32	39	--	68	56	--	NA	1
White	72	1857	36213	96	97	99	487	489	489	1	2	2	25	23	22	71	73	72	3	2	3
Students with Disabilities	10	361	10526	77	82	94	NA	445	427	NA	9	15	NA	51	53	NA	39	31	NA	1	1
Students without Disabilities	79	2447	69846	100	100	100	482	489	482	5	1	3	22	21	26	71	76	69	3	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	--	11	621	--	100	97	--	456	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	NC	772	38521	NC	95	98	NC	471	461	NC	4	6	NC	31	38	NC	64	55	NC	1	1
Non-Economically Disadvantaged	81	2036	41851	98	98	100	479	489	489	2	2	3	30	22	22	65	74	72	2	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2833	79306	100	97	99	523	515	504	4	8	13	10	16	20	62	54	49	24	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1390	38845	100	98	99	526	515	505	3	6	11	10	17	20	63	55	50	24	22	18
Male	55	1439	40383	100	96	98	519	515	504	5	9	14	11	15	19	60	53	47	24	23	19
African American	NC	174	4171	NC	96	98	NC	500	485	NC	7	20	NC	28	26	NC	50	44	NC	14	10
Hispanic	14	685	32673	100	96	99	521	497	487	7	14	18	NA	21	25	64	52	46	29	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	--	33	4034	--	94	97	--	496	479	--	15	22	--	27	29	--	45	43	--	12	7
White	93	1849	36234	100	97	99	524	522	523	3	5	6	11	12	13	63	56	52	23	26	28
Students with Disabilities	13	368	10286	93	80	91	493	479	462	15	29	41	31	25	27	38	36	27	15	10	5
Students without Disabilities	104	2465	69020	100	100	100	526	520	510	3	4	9	8	14	18	64	57	52	25	24	21
Limited English Proficient Students	NC	96	10291	NC	91	96	NC	450	458	NC	47	38	NC	29	34	NC	23	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	15	752	37437	100	94	97	489	493	486	20	15	19	13	24	26	53	48	46	13	12	9
Non-Economically Disadvantaged	102	2081	41869	100	98	100	528	523	521	2	5	7	10	13	14	63	56	51	25	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2813	79000	100	96	98	505	499	489	4	5	10	8	18	24	76	67	58	12	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1384	38774	100	97	99	511	503	494	3	3	7	5	17	22	76	68	61	16	11	10
Male	55	1425	40150	100	95	98	498	496	485	5	7	12	11	20	25	76	65	55	7	9	8
African American	NC	172	4153	NC	95	98	NC	488	476	NC	5	13	NC	26	30	NC	63	53	NC	6	4
Hispanic	14	677	32508	100	95	98	499	483	472	7	9	15	14	27	33	71	58	49	7	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	--	32	4016	--	91	96	--	487	467	--	3	14	--	31	37	--	56	46	--	9	2
White	93	1840	36135	100	97	98	509	506	508	2	4	4	6	14	14	78	70	67	13	12	15
Students with Disabilities	13	348	9991	93	75	88	478	468	449	NA	19	33	31	32	36	69	46	29	NA	3	2
Students without Disabilities	104	2465	69009	100	100	100	509	503	495	5	3	6	5	17	22	77	70	62	13	11	10
Limited English Proficient Students	NC	90	10199	NC	86	95	NC	437	439	NC	39	35	NC	41	47	NC	20	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	15	742	37234	100	93	97	467	480	472	20	9	15	20	29	33	60	58	50	NA	4	3
Non-Economically Disadvantaged	102	2071	41766	100	98	99	511	506	505	2	4	5	6	15	16	78	70	65	14	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2841	79611	99	97	99	498	503	496	2	5	7	47	33	37	52	61	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1393	39016	98	98	99	515	517	511	NA	3	4	28	23	29	72	72	66	NA	1	1
Male	55	1444	40519	100	96	98	480	490	482	4	7	10	67	43	44	29	50	46	NA	0	0
African American	NC	173	4188	NC	96	98	NC	497	486	NC	6	9	NC	34	40	NC	59	50	NC	1	0
Hispanic	14	692	32855	100	97	99	483	487	481	NA	8	10	64	41	43	36	51	47	NA	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	--	33	3992	--	94	96	--	491	478	--	9	10	--	36	46	--	52	44	--	3	0
White	92	1851	36380	99	97	99	502	510	511	1	4	4	43	30	30	55	65	65	NA	1	1
Students with Disabilities	12	378	10664	86	82	94	490	456	440	NA	17	23	67	52	54	33	30	22	NA	1	1
Students without Disabilities	104	2463	68947	100	100	100	499	510	504	2	3	4	44	30	34	54	66	61	NA	1	1
Limited English Proficient Students	NC	101	10362	NC	96	97	NC	429	438	NC	23	22	NC	64	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	15	761	37626	100	95	98	475	483	479	7	9	10	67	43	45	27	48	45	NA	0	0
Non-Economically Disadvantaged	101	2080	41985	99	98	100	502	511	511	1	3	4	44	30	30	55	66	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2877	79327	100	96	98	552	538	518	4	10	19	10	14	20	50	51	46	37	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1415	38961	100	97	98	546	538	520	6	9	16	8	14	20	56	53	48	31	24	16
Male	53	1461	40295	100	96	97	558	538	516	2	10	21	11	14	19	43	48	44	43	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	11	659	32327	100	96	98	531	518	499	18	17	27	NA	18	25	55	50	41	27	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	--	37	4391	--	100	96	--	528	489	--	8	32	--	19	27	--	57	36	--	16	4
White	83	1933	36373	100	97	98	555	546	538	2	7	10	8	13	14	51	51	52	39	29	25
Students with Disabilities	NC	339	9321	NC	78	87	NC	486	467	NC	36	54	NC	25	22	NC	31	21	NC	8	3
Students without Disabilities	96	2538	70006	100	99	100	559	544	524	NA	6	14	9	13	19	51	53	49	40	28	18
Limited English Proficient Students	NC	94	9431	NC	89	95	NC	470	466	NC	51	53	NC	23	27	NC	24	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	NC	752	37097	NC	93	97	NC	515	498	NC	18	27	NC	19	25	NC	49	41	NC	14	7
Non-Economically Disadvantaged	96	2125	42230	100	97	99	555	546	535	3	7	11	8	13	15	50	51	50	39	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2872	79501	100	96	98	520	509	497	1	5	10	18	20	25	74	69	60	7	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1413	39062	100	97	99	522	514	502	2	4	8	15	18	23	77	72	64	6	6	5
Male	53	1458	40368	100	96	98	519	505	491	NA	6	13	21	23	27	72	67	57	8	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	11	658	32389	100	96	98	500	493	478	9	10	16	18	28	34	73	61	48	NA	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	99	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	--	37	4401	--	100	96	--	494	473	--	11	17	--	19	40	--	70	43	--	NA	1
White	83	1929	36446	100	96	99	526	516	516	NA	3	4	16	18	15	76	72	73	8	7	7
Students with Disabilities	NC	334	9411	NC	77	88	NC	469	453	NC	19	36	NC	40	36	NC	40	26	NC	1	1
Students without Disabilities	96	2538	70090	100	99	100	525	514	502	NA	3	7	16	18	24	77	73	65	7	6	5
Limited English Proficient Students	NC	90	9401	NC	85	94	NC	448	443	NC	36	40	NC	48	46	NC	17	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	754	37183	NC	94	97	NC	491	479	NC	10	16	NC	31	34	NC	57	49	NC	3	1
Non-Economically Disadvantaged	96	2118	42318	100	97	99	522	516	513	NA	3	5	18	17	17	76	74	70	6	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2901	80000	100	97	99	594	577	564	NA	2	3	4	6	11	76	78	75	20	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1431	39288	100	98	99	602	592	579	NA	1	2	2	2	6	77	77	77	21	20	16
Male	53	1469	40644	100	96	98	587	563	549	NA	2	4	6	9	15	75	80	74	19	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	11	665	32672	100	97	99	579	566	548	NA	2	4	9	8	14	91	83	76	NA	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	--	37	4424	--	100	97	--	578	549	--	NA	3	--	5	14	--	84	77	--	11	5
White	83	1946	36602	100	97	99	599	582	579	NA	2	2	2	5	7	73	77	75	24	16	16
Students with Disabilities	NC	357	9919	NC	82	93	NC	526	505	NC	5	9	NC	27	35	NC	65	54	NC	3	2
Students without Disabilities	96	2544	70081	100	100	100	599	584	571	NA	1	2	1	3	7	77	80	79	22	15	12
Limited English Proficient Students	NC	96	9571	NC	91	96	NC	518	502	NC	5	10	NC	31	29	NC	64	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	NC	769	37534	NC	96	98	NC	560	547	NC	3	4	NC	10	15	NC	80	76	NC	7	5
Non-Economically Disadvantaged	96	2132	42466	100	98	100	596	584	578	NA	1	2	2	5	7	77	78	75	21	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2923	78546	100	96	97	567	561	543	6	7	15	8	12	18	63	60	52	24	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1449	38645	100	97	98	570	562	545	NA	5	13	10	12	18	66	61	54	24	22	15
Male	48	1472	39792	100	95	97	564	561	542	13	8	17	4	12	17	60	59	50	23	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	11	656	31177	100	95	97	557	547	524	9	11	22	18	17	23	45	58	48	27	15	7
Asian/Pacific Islander	NC	103	1940	NC	96	99	NC	585	580	NC	2	5	NC	12	9	NC	52	53	NC	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	85	1978	36450	100	97	97	569	566	563	6	5	7	6	10	12	64	61	57	25	24	23
Students with Disabilities	10	309	8093	100	76	82	NA	513	489	NA	29	50	NA	28	24	NA	37	23	NA	5	2
Students without Disabilities	96	2614	70453	100	100	100	575	567	549	3	4	11	4	10	17	67	63	56	26	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	NC	756	34694	NC	92	96	NC	546	524	NC	10	23	NC	17	23	NC	61	48	NC	12	7
Non-Economically Disadvantaged	98	2167	43852	100	98	99	567	567	559	5	6	10	7	10	13	66	60	56	21	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2936	79045	100	97	98	531	523	512	6	5	10	10	19	25	80	68	58	4	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1453	38860	100	98	98	535	530	519	2	3	7	10	16	22	86	72	62	2	9	8
Male	48	1481	40075	100	96	97	525	517	505	10	7	12	10	22	28	73	64	54	6	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	11	661	31314	100	95	98	524	509	493	18	9	16	9	26	34	64	61	48	9	4	2
Asian/Pacific Islander	NC	104	1949	NC	97	99	NC	532	536	NC	6	4	NC	15	15	NC	67	66	NC	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	85	1984	36730	100	98	98	532	528	532	5	4	4	12	17	16	80	70	68	4	9	12
Students with Disabilities	10	320	8552	100	78	87	NA	479	463	NA	22	35	NA	41	40	NA	36	23	NA	2	1
Students without Disabilities	96	2616	70493	100	100	100	538	528	517	2	3	7	7	16	24	86	72	62	4	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	NC	763	34922	NC	93	96	NC	506	493	NC	8	15	NC	30	34	NC	60	48	NC	3	3
Non-Economically Disadvantaged	98	2173	44123	100	98	99	532	529	527	5	5	6	11	15	18	80	71	66	4	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2957	79657	100	98	99	571	578	566	4	2	3	4	5	8	92	92	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1462	39120	100	98	99	590	589	580	NA	1	2	NA	2	4	98	95	92	2	1	2
Male	48	1493	40423	100	97	98	547	566	553	8	3	5	8	8	12	83	88	83	NA	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	11	667	31642	100	96	99	548	568	552	9	3	5	9	7	11	82	90	84	NA	0	0
Asian/Pacific Islander	NC	104	1948	NC	97	99	NC	585	589	NC	3	1	NC	5	3	NC	88	91	NC	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	85	1995	36929	100	98	99	571	581	579	4	2	2	4	4	5	92	93	91	1	1	2
Students with Disabilities	10	341	9069	100	84	92	NA	530	508	NA	7	11	NA	26	30	NA	67	58	NA	0	1
Students without Disabilities	96	2616	70588	100	100	100	578	583	573	3	1	2	1	2	5	95	95	91	1	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	NC	775	35341	NC	95	97	NC	567	551	NC	3	5	NC	8	12	NC	89	83	NC	1	0
Non-Economically Disadvantaged	98	2182	44316	100	99	100	572	581	578	3	2	2	3	4	5	94	93	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	3051	78400	100	96	97	578	575	554	8	10	21	12	14	19	61	59	47	19	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1502	38686	100	97	98	571	576	554	8	9	20	17	13	20	59	61	49	15	18	12
Male	57	1547	39636	100	96	96	586	575	554	7	10	23	7	14	18	63	56	46	23	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	10	747	30732	100	95	97	NA	559	534	NA	13	31	NA	21	24	NA	55	40	NA	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	NC	33	4536	NC	100	95	NC	566	528	NC	18	35	NC	12	25	NC	58	37	NC	12	4
White	96	1998	37038	100	96	97	583	582	575	7	8	11	8	11	14	63	60	56	22	21	19
Students with Disabilities	NC	233	7840	NC	68	81	NC	519	498	NC	44	60	NC	18	18	NC	28	20	NC	9	2
Students without Disabilities	112	2818	70560	100	100	99	581	579	560	6	7	17	12	13	19	63	61	50	20	19	14
Limited English Proficient Students	--	85	8956	--	96	95	--	512	502	--	42	56	--	29	25	--	28	18	--	NA	1
Migrant Students	--	10	676	--	100	95	--	NA	523	--	NA	38	--	NA	25	--	NA	36	--	NA	1
Economically Disadvantaged	NC	706	33014	NC	92	95	NC	556	534	NC	16	31	NC	20	24	NC	53	40	NC	11	5
Non-Economically Disadvantaged	108	2345	45386	100	98	99	581	581	569	7	8	15	10	12	15	62	60	52	20	20	18

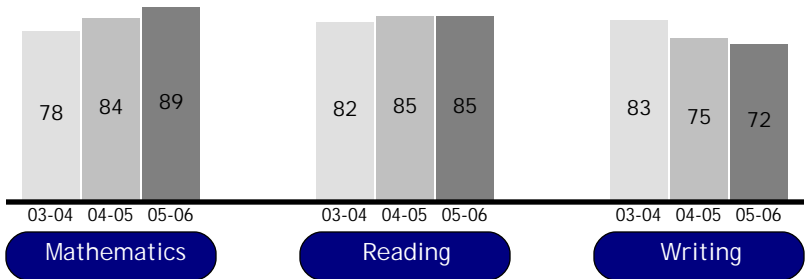
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	3080	79179	100	97	98	542	535	519	3	5	11	11	19	27	79	70	58	6	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1518	38974	100	98	99	541	542	524	3	4	8	8	15	25	83	73	61	5	8	5
Male	57	1560	40124	100	97	97	543	528	513	4	6	13	14	23	28	75	67	54	7	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	10	757	30987	100	96	98	NA	521	498	NA	7	17	NA	27	36	NA	64	45	NA	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	NC	33	4573	NC	100	96	NC	530	494	NC	3	16	NC	21	41	NC	73	42	NC	3	1
White	96	2019	37467	100	97	98	546	541	539	3	4	5	10	16	17	79	72	70	7	8	8
Students with Disabilities	NC	261	8567	NC	77	88	NC	479	467	NC	28	39	NC	40	38	NC	28	22	NC	5	1
Students without Disabilities	112	2819	70612	100	100	99	545	539	524	2	3	7	11	17	25	81	74	62	6	7	5
Limited English Proficient Students	--	85	9013	--	96	95	--	471	461	--	27	40	--	49	48	--	24	12	--	NA	0
Migrant Students	--	10	680	--	100	96	--	NA	487	--	NA	20	--	NA	43	--	NA	36	--	NA	1
Economically Disadvantaged	NC	725	33345	NC	95	96	NC	516	499	NC	8	17	NC	29	36	NC	61	46	NC	2	1
Non-Economically Disadvantaged	108	2355	45834	100	98	99	545	541	533	3	4	7	10	16	19	81	73	67	6	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	3097	79734	100	98	99	585	573	554	NA	1	3	3	11	19	96	87	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1524	39243	100	98	99	598	585	568	NA	1	2	2	7	12	98	91	85	NA	1	1
Male	57	1571	40413	100	98	98	572	561	541	NA	1	4	5	16	26	93	83	70	2	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	10	762	31254	100	97	99	NA	563	539	NA	1	5	NA	16	25	NA	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	NC	33	4613	NC	100	97	NC	586	535	NC	NA	4	NC	9	29	NC	88	67	NC	3	0
White	96	2029	37668	100	98	99	584	576	569	NA	1	1	3	10	13	96	88	85	1	1	1
Students with Disabilities	NC	277	8943	NC	81	92	NC	517	495	NC	5	11	NC	44	51	NC	48	38	NC	3	1
Students without Disabilities	112	2820	70791	100	100	100	586	578	561	NA	1	2	3	8	15	96	90	83	1	1	0
Limited English Proficient Students	--	85	9138	--	96	97	--	513	492	--	7	13	--	40	46	--	53	40	--	NA	NA
Migrant Students	--	10	687	--	100	97	--	NA	528	--	NA	6	--	NA	28	--	NA	65	--	NA	NA
Economically Disadvantaged	NC	729	33718	NC	95	97	NC	559	538	NC	2	5	NC	18	26	NC	80	69	NC	1	0
Non-Economically Disadvantaged	108	2368	46016	100	99	100	586	577	567	NA	1	2	4	9	14	95	89	84	1	1	1

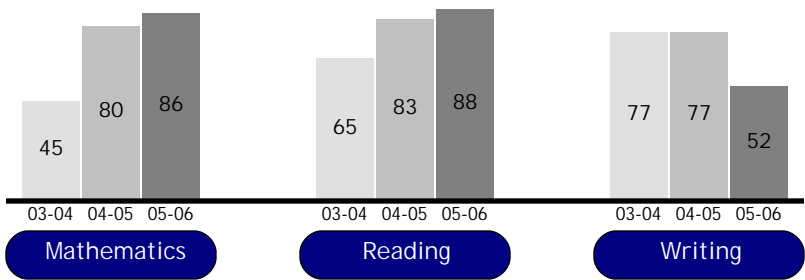
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

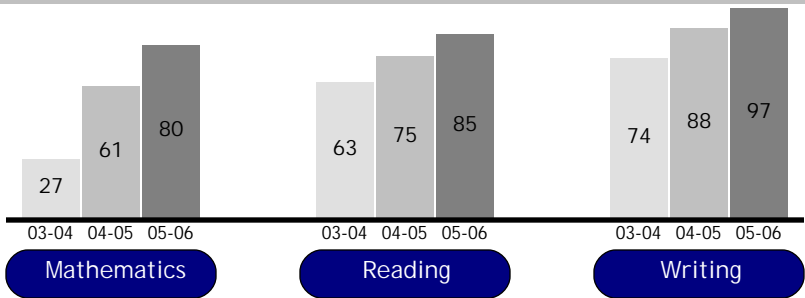
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	71	NA	58	100	56	53	47	91	59	56	46
	Language	100	74	60	50	100	55	53	47	91	61	59	48
	Mathematics	100	77	72	64	100	56	53	50	91	61	58	52
3	Reading	100	64	NA	55	99	60	52	44	99	56	56	46
	Language	100	72	70	61	99	58	50	44	99	59	54	46
	Mathematics	100	76	71	61	99	61	55	51	99	65	58	52
4	Reading	100	68	NA	56	99	58	54	48	97	67	59	52
	Language	100	67	60	52	99	60	55	49	97	68	59	52
	Mathematics	100	72	69	61	99	66	58	53	97	75	63	58
5	Reading	100	65	NA	55	99	60	56	50	100	70	63	56
	Language	100	58	56	49	99	63	56	50	99	67	61	54
	Mathematics	100	65	67	63	99	57	52	49	100	61	56	52
6	Reading	100	65	NA	56	99	57	58	51	100	72	65	56
	Language	100	61	60	48	99	58	55	47	100	70	58	50
	Mathematics	100	77	75	66	100	64	59	52	100	75	65	58
7	Reading	95	65	NA	54	99	61	59	50	100	68	63	54
	Language	97	69	67	58	99	66	62	52	100	67	67	58
	Mathematics	96	71	68	62	99	62	57	50	100	67	61	54
8	Reading	100	69	NA	55	99	56	58	51	100	68	67	58
	Language	100	65	64	52	99	58	56	50	100	68	63	56
	Mathematics	100	72	69	61	99	60	59	53	100	72	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Harbor Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Budget
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Fundraising/Volunteers

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	7	3	0	0
7 to 9 years	2	6	0	0
10 or more years	11	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	160
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Labs (K-6) & (7-8)
- Ü Media Center
- Ü Native Habitat
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Sports Teams
- Ü National Junior Honor Society
- Ü Student Council
- Ü Sandshark Broadcast News Crew
- Ü Habitat Club
- Ü Builder's Club
- Ü Dance Club
- Ü Yearbook

Social Services

- Ü Before/After School Program
- Ü Social Intervention
- Ü Crisis Intervention
- Ü Volunteer Program

Desert Harbor Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Desert Harbor eighth graders created a herbarium to promote learning from living systems. Students in all grade levels are able to apply their reading, math and writing skills while studying in the natural setting of our school's herbarium.
- ü Desert Harbor has partnered with Changing Education through the Arts (CETA) program. CETA integrates arts experiences in academics to increase student achievement. Our school is honored to be selected as the sole participant from the state.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Harbor has a school-wide crisis plan. Staff have been trained in emergency procedures. Plans include the chain of command in working with the City of Peoria police and fire departments to ensure safety of all children. Desert Harbor students and staff conduct monthly fire drills, quarterly mock lock down and evacuation drills.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Laurie Little	(623) 486-6200
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Laurie Little	(623) 486-6200
Student Health/Nurse	Cecilia Flaiban	(623) 486-6203

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.